DOCUMENT RESUME

ED 354 948 JC 930 118

TITLE	Evaluation of the Gender Equity Workshops.
INSTITUTION	College of the Canyons, Valencia, CA.
PUB DATE	Sep 92
NOTE	28p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Administrator Attitudes; *College Environment; *College Faculty; Community Colleges; Comparative Analysis; Participant Satisfaction; Pretests Posttests; *Program Evaluation; *Sex Bias; Sex Fairness; *Sexual Harassment; Teacher Attitudes; Teacher Behavior; Two Year Colleges; Workshops
IDENTIFIERS	*College of the Canyons CA

ABSTRACT

In spring 1992, the College of the Canyons (CC) in Valencia, California, held three workshops for faculty and staff on the topics of gender equity and sexual harassment. A total of 60 faculty and staff attended the workshops, representing 19.3% of the college's employees. Women comprised 52 of the 60 participants. To help assess the current campus environment and to evaluate the workshops, each participant was asked to complete pre- and post-workshop surveys. A total of 38 participants completed both surveys. The pre-workshop survey asked respondents to indicate the frequency with which they had encountered each of 29 sexually biased behaviors, both with a colleague of the opposite sex and with someone in authority. Pre- and post-workshop surveys both asked respondents to indicate the extent to which each of nine behaviors met their definition of sexual harassment. Study results included the following: (1) sexist comments, comments on personal appearance or flattery, women not taken as seriously as men, sexually suggestive stories, and expectation for women to be passive or deferential were all reported to have occurred more than once with a colleague by more than 50% of the respondents; (2) respondents reported a greater incidence of sexually biased incidents among colleagues than with someone in authority; (3) over 80% of the respondents said that the campus climate for women was supportive in general; (4) on the post-workshop survey, respondents demonstrated a clearer understanding of what behaviors constituted sexual harassment; (5) 76% of the respondents felt the college should offer more Women's Studies courses; and (6) 97% of the respondents felt that workshops such as these should be mandatory for employees at CC. Narrative responses to open-ended questions and the survey instruments are included. (PAA)

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INSTITUTIONAL RESEARCH

College of the Canyons

EVALUATION
OF THE
GENDER EQUITY WORKSHOPS

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September 1992

Office of Institutional Development
College of the Canyons
Santa Clarita Community College District

JC 930118

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"Creating Opportunities for the Future"

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EVALUATION OF THE GENDER EQUITY WORKSHOPS

In Spring 1992, College of the Canyons presented three workshops for faculty and staff on the topics of gender equity and sexual harassment. The programs were funded by a grant from the Chancellor's Office of the California Community Colleges.

WHO ATTENDED THE WORKSHOPS

The workshops were designed for full and part-time faculty, administrators and college counselors. In Fall 1991 the college employed 70 full-time faculty, 144 part-time faculty and 10 administrators. Counselors are included in the faculty totals. Special effort was made to involve vocational/occupational faculty, the EOPS and DSP&S coordinators, and the staff of the Child Development Program.

A total of 60 faculty and staff, or 19.3 percent of college employees, attended the three workshops. The majority were female classified employees (35). Twelve full-time and six part-time faculty attended along with six administrators. Eight of the participants were male.

	Actual	Attended	Percentage
Full-time Faculty	70	12	17.1%
Part-time Faculty	144	6	4.2%
Administrators	10	6	60.0%
Classified Staff	87	36	40.2%
TOTALS	311	60	19.3%

A list of the workshop participants by area is included as Appendix I.

Project staff made every effort to recruit vocational faculty for the workshops, but only 5 vocational faculty attended. To explain his non-attendance, one vocational faculty member said, "I feel gender bias is not an issue on this campus." Another said, "I believe I understand the issues well already." The EOPS Coordinator attended a workshop while the DSP&S Coordinator did not. Four of the workshop participants were from the Child Development Center.

PRE- AND POST-TESTS

To help assess the current campus environment and to evaluate the workshops, each workshop participant was asked to complete both a pre- and post-test survey. Thirty eight (38) individuals completed both surveys and attended a workshop session. The following analysis is based upon the responses of the 38 individuals.

PRE-TEST RESULTS

In an effort to assess what types and how common it is for sexually biased behaviors to occur on campus among staff, the same question was asked in two different contexts. One asked about behaviors occurring between male and female colleagues while the second asked about behaviors occurring between the respondent and someone in authority. The same set of fifteen statements were presented in both questions.

For five of the 29 behaviors listed, 50 percent or more of the respondents indicated that the behavior had occurred more than once. All five were in the set of questions which asked about behaviors between male and female colleagues. They were:

- Sexist language, humor or comments (86.8%)
- Frequent comments on personal appearance or flattery (68.5%)
- Not taking women as seriously as men, communicated through posture, gesture, or tone of voice (68.4%)
- Sexually suggestive stories (51.3%)
- Expecting women to behave in stereotyped ways, such as being passive or deferential (50.0%)

Table 1 shows a greater incidence of sexually biased behavior among colleagues than in situations which involve those in authority. The mean scores for the fifteen behaviors were compared for the two settings. In general, the mean score for behaviors occurring between male and female colleagues was the same or higher than the mean score for behaviors happening between a staff member and someone in authority. A higher mean score indicates that the behavior is occurring more often (1=Never and 4=Often).

The group of 38 respondents reported a minimum of one incident of sexually biased behavior in each of the 29 categories.

TABLE 1

COMPARISON OF MEAN SCORES OF BEHAVIORS THAT OCCUR "BETWEEN MALE AND FEMALE COLLEAGUES" VERSUS THOSE OCCURRING "BETWEEN YOU AND SOMEONE IN AUTHORITY"

(Often=4, A Few Times=3, Once=2 and Never=1)

	Between Colleagues	Those in Authority
Sexist language, humor or comments	2.8	2.0
Frequent comments on personal appearance or flattery	2.6	1.9
Not taking women as seriously as men, communicated through posture, gesture or tone of voice	2.6	2.1
Sexually suggestive stories	2.2	1.7
Expecting women to behave in stereotyped ways, such as being passive or deferential	2.2	1.9
Expressions of derogatory beliefs about women	2.1	Question deleted
Intolerance of different views in meetings, seminars, etc.	1.7	1.4
Devaluing women's professional activity	1.6	1.4
Denigrating colleagues who support efforts to improve women's status.	1.5	1.5
Eye contact or body language you consider inappropriate	1.5	1.3
Physical contact you consider inappropriate	1.4	1.2
Persistent emphasis on sexuality	1.4	1.2

	Between Colleagues	Those in Authority
Different standards in assigning men's and women's committee work, schedules, and departmental duties	1.3	1.4
Belittle or devaluing scholarship about women	1.3	1.3
Seductive remarks, including attempts to establish a sexual relationship despite discouragement	1.1	1.2

Another set of questions asked respondents to characterize the campus climate for women faculty, administrators and staff. Over 80 percent of the respondents said the campus "was supportive in general." Two-thirds (67 percent) said that the climate for women had "improved in the last few years."

When asked if they had "ever felt unwelcome or intimidated anywhere on this campus because of your sex" 84 percent said "No." Sixteen percent, or six respondents, said they had felt unwelcome or intimidated because of their gender "a few times."

POST-TEST RESULTS

On the topic of sexual harassment, the same question was asked in both the pre- and post-test. The results show that workshop participants had a better or clearer understanding of what behaviors constitute sexual harassment **AFTER** they attended the workshops.

Table 2 shows the mean scores for both the pre- and post-test items as well as the mean scale scores. With the exception of the top two behaviors where the pre- and post-test response was the same, the post-test mean was higher for each of the other seven behaviors listed.

A scale score was created by adding all nine responses of an individual. The range of the scale score was from 9 to a maximum of 27. A score of 27 indicated that a staff member had checked a response of "Yes" to all nine behaviors. The assumption is that the higher the scale score, the more accurate is an individual's understanding of what constitutes sexual harassment. The mean or average scale score on the pre-test was 22.8 as compared to a mean of 24.0 on the post-test, **A 1.2 SCALE SCORE INCREASE.**

TABLE 2

COMPARISON OF PRE-TEST, POST-TEST AND SCALE SCORE MEANS OF BEHAVIORS WHICH APPLY TO YOUR PERSONAL DEFINITION OF SEXUAL HARASSMENT

(Yes=3, Sometimes=2 and No=1)

	AVERAGE/MEAN SCORE PRE-TEST	POST-TEST
Unwanted sexual advances	2.9	2.9
Demands for sexual favors with implied threat	2.9	2.9
Subtle pressure for sexual activity	2.7	2.8
Physical assault	2.7	2.9
Persistent emphasis on sexuality	2.7	2.8
Sexually directed remarks about clothing, body, sexual activity	2.6	2.7
Staring, excessive eye contact	2.1	2.4
Touching	2.1	2.3
Frequent comments on personal appearance or flattery	2.0	2.3
MEAN SCALE SCORE	**22.8**	**24.0**

Ninety-five (95) percent of the respondents said they felt confident that they knew how to report an incident of sexual harassment and that they felt confident about referring a student for an incident of sexual harassment.

Seventy-seven (77) percent thought it would be helpful for the campus to have a three to five member committee to address sexual harassment complaints and to advise the campus community. In open-ended comments, a few respondents expressed concern about the issue of confidentiality if such a committee were formed.

WORKSHOP EVALUATION

When asked to evaluate how helpful each section of the workshop was to the individual, the 38 respondents indicated the following:

- 97% thought that the film "Still Killing Us Softly" and the ensuing discussion was either "Very Helpful" or "Somewhat Helpful."
- 100% thought the presentation on sexual harassment was either "Very" or "Somewhat Helpful."
- 100% rated the Gender Equity: Myths and Realities or the Open Forum as either "Very" or "Somewhat Helpful."

Other topics were presented to only one or two workshops, making the respondent group smaller.

- 100% rated the Images in Seventeen Magazine presentation as either "Very" or "Somewhat Helpful" (N=14)
- 100% rated the Socialization: Gender and Race presentation as either "Very" or "Somewhat Helpful" (N=8)
- 88% rated the film "Veiled Revolution" and ensuing discussion as either "Very" or "Somewhat Helpful" (N=16)

Participants were asked if the workshop altered any of their perceptions about male-female roles. Thirty (30) percent said they had. When asked to specify which ones, one person commented about "how manipulative" and "cruel" advertising is. Another commented upon the "incredible influence of the media on attitudes."

When asked if they "will consider using different approaches in the classroom/workplace or in your personal interactions as a result of what you have learned in this workshop," over fifty (51) percent said they would. When asked to be more specific, responses included being more aware of sexual harassment behaviors and more mindful of stereotypical behaviors.

WOMEN'S STUDIES

The final section of the post-test asked participants if they thought the college should offer more Women's Studies courses. Seventy-six (76) percent of the respondents concurred. When asked what courses the college should offer, the following portion of the group selected these courses:

66% Sociology of Sex Roles
47% Women in Science and Mathematics
47% Women in History
42% Women of Color
42% Women and the Law
42% Politics and the Women's Movement
40% Women in Literature
34% Women and Health
32% Third World Women in the U.S.
21% Women and Religion

SHOULD WE DO IT AGAIN?

When asked if these or similar workshops should be mandatory for college employees, ninety-seven (97) percent of the respondents said "Yes."

APPENDIX I: Workshop Participants

APPENDIX II: Open-Ended Comments from the Pre- and Post-Tests

APPENDIX III: Pre-Test

APPENDIX IV: Post-Test

WORKSHOP PARTICIPANTS

A. Certificated Staff

Dianne Van Hook - Superintendent/President
John Drislane - Community and Personnel Services
Jan Keller - Instructional Resources
Helen Lusk - Career Education
Nancy Mattice - Institutional Development
Ken Stevens - Computer Center

Irene Gunshinan - FT Child Development
Joanne Julian - FT Art Faculty
Floyd Moos - FT English Faculty
Dennis Morrow - FT Mathematics
Robin Stern - FT ESL
Sylvia Sullivan - FT Drafting Faculty
Lea Templer - FT Economics Faculty
Joan Waller - FT Director, Child Development Center

Leslie Bretall - Librarian

Stu Ferdman - EOPS Coordinator
Audrey Green - Counseling/Matriculation

Marilyn Van Aken - Health Service

Cindy Bilodeau - PT Child Development
Sondra Fox - PT Child Development
Viki Leonard - PT Speech Faculty
Jack Miller - PT Political Science Faculty
Shirlene Soto - PT Sociology
Linda Trexel - PT Math Faculty

B. Classified Staff

Fran Apolito - Counseling
Beth Asmus - Financial Aid
Cornelia Crawford - Program Advisement
Marge Dieguez - Career Center
Mike Joslin - Student Activities
Linda Lettau - Program Advisement
Patti Ross - Admissions & Records
Louise Schoonover - Financial Aid
Rosemarie Walrath - DSP&S

Pam Beauer - Community Services
Cindy Grandgeorge - Community Services

Artanzia Hosch - Personnel
Karen Wood - Personnel

Angela Beedle - Career Education
Diana Scearce - Career Education

Sue Bozman - Public Information Officer
Cathie Pitts - PIO/Foundation

Sylvia Hudson - Institutional Development

Nancy Williams - Instruction

Mary Edwards - President's Office
Janice Neenan - President's Office

Patty Vinson - Child Development

Sara Anson - Library
Dorothy Keil - Library
Lynne Lowe - IRC
Arlene Mayer - Library
Maureen Wilcher - IRC

Jackie Runge - Repro

Vi Berteaux - Purchasing
Debra Harrington - Accounting
Gloria Jackson - Info Desk
Flo Kuziora - Accounting
Barbara Lancaster - Payroll
Sue Marchioni - Accounting
Judy Paggi - Accounting
Mary Wilson - Info Desk

GENDER EQUITY

Pre-Test Comments

5. Do any of the following behaviors apply to your <u>personal</u> definition of sexual harassment?

[other] Poor jokes, pejorative comments (1)
[touching] But not hugging - if both parties feel comfortable (5)
What type of relationship? - a male/female relation? specific circumstances? This is where I'm confused about sexual harassment. Should specific circumstances be considered? (10)
[other] Invasion of personal/mental space (25)

6. Have you experienced any of the following behaviors that might occur <u>between male and female colleagues</u> at COC?

[sexist language, humor or comments - a few times] But funny, not harassment (21)

8. How would you characterize the current climate for women faculty, administrators and staff on this campus?

[varies among departments] Varies between classified & certificated non-academic departments (23)

9. Have you ever felt unwelcome or intimidated anywhere on this campus because of your sex?

Only [never] at the level of administration (25)
Not now, but was different in the past (30)

10. Additional comments or ideas, reactions to the questions, any related experiences.

People must be held accountable for their behavior. Gender equity is a topic not readily discussed or accepted in many arenas, including educational institutions. I'd like to see a mandatory session for <u>all</u> employees to increase awareness and attitudes (4)
Most sexual comments/harassment towards me has only been by staff/faculty <u>friends</u> who are teasing. There have only been a few occasions when I felt uncomfortable (8)
As a part-time instructor, I do not have enough interaction with others on campus to evaluate honestly the gender relations at COC. The sparse interaction I do have I have felt that a very professional atmosphere exists between genders. My only concern with this survey is the first portion. I'm unclear about the standards of sexual harassment; whether one's action should be different under different circumstances. OK, certain behavior in certain circumstances is not appropriate, but could be under different circumstances. Or, maybe not? (10)
I had some difficulty with the wording in number 6, particularly with the words "Have you experienced..." Does that restrict the answer to those comments which were directed at me,

or those I overheard, or both? (12)

I have not felt intimidated because of my sex, however I have felt uncomfortable because of my profession. This was from both faculty and administration (20)

My responses to the following items were based on an experience with an adjunct faculty while I was a COC student (returning adult) and adult-hourly employed on this campus - #6-e,f, #7-c,d,e,g (22)

Awareness is important; procedure to handle sexual harassment is important (29)

We've come a long way, baby! (30)

Because the Admin. Bldg. staff is comprised mostly of women, I have not experienced much "harassment" in the past two years. Previous work experiences, however, have been different (36)

COMMENTS:

NOTE: Interesting concept of being anonymous, thus free to answer questions and later asked to identify one's self (may have an affect on survey outcome via changed responses/skew of truths (25)

GENDER EQUITY

Post-Test Comments

5. Please evaluate how helpful the following sections of the workshop were to you.

["Still Killing Us Softly"] Extremely good (b)
[sexual harassment - somewhat helpful] Only because I'm aware of material presented (3)
[Gender Equity Myths and Realities] Unclear (12)
Not done (14)
["Veiled Revolution" - somewhat helpful] Speaker very interesting and informative (22)
["Still Killing Us Softly" - somewhat helpful] Already familiar with film (26)

6. As a result of this workshop, have any of your perceptions about male-female roles been altered?

Male perspective on stereotypes (c)
How manipulative advertising is - how cruel, etc. (d)
Be more watchful for subtle examples of harassment (e)
As depicted in the commercials (f)
Just strengthened (h)
Childhood play stereotypes (4)
[no] I agree with what was discussed (5)
Reinforced an already changing perception (10)
Make aware of what harassment can be (11)
Hostile environment of the classroom (12)
I recognize the incredible influence of the media on attitudes (14)
I will listen carefully for possible sexist intent in conversations. No males in my work area would talk or act in this way (15)
Effects of advertising & importance of socialization (36)
Just how subtle are some of the socializing influences upon roles (38)

7. Will you consider using difference approaches in the classroom/workplace or in your personal interactions as a result of what you have learned in this workshop?

React immediately to correct harassment situations (a)
Will probably be more sensitive to people's feeling (b)
I'll use the video (d)
Will incorporate more discussions of sexism and harassment across curriculum (2)
It's always good to be reminded of stereotypical behavior - we all tend to fall backwards occasionally (3)
Continue to point (10)
Just be more aware of how my words might be interpreted by others (11)
I have never used sexist approaches to males but I will be more conscious of such a

possibility (15)

I will stand up for what I believe in for myself and try to help others become more aware of gender equity (17)

Making persons aware (18)

Make sure my comments and interactions will not be misunderstood (22)

As situations change, adjustments must be accounted for (25)

I have already implemented non-sexist approaches (26)

Be more aware (36)

Encouraging female students to explore all avenues toward higher education and their careers (38)

8. Do you think that these or similar workshops should be mandatory for college employees?

[yes] and students for classroom discussions (h)

[yes] Definitely! (1)

[yes] absolutely (3)

9. Do any of the following behaviors apply to your current definition of sexual harassment?

[other] All of these are based on the individual's perception (5)

[other] Gender putdowns (18)

12. If your opinion, do you think it would be helpful to the campus to have a 3-5 member committee to address sexual harassment complaints and to advise the campus community?

[no] Committees denote inaction rather than action (b)

[yes] Would need to be a very confidential committee (1)

[yes] would some (2)

A little uncomfortable in having a group knowledgeable about the details and persons involved in sexual harassment (3)

[no] Unless the present number of complaints is overwhelming (12)

Don't know - if the present system of reporting & follow-up are adequate, no, I wouldn't go to a committee system (28)

13. Do you think COC should offer more Women's Studies courses? If so, which ones?

I find any group singled out for "studies" to be discriminatory. All of these issues need to be integrated into the curriculum. Let's have our instructors take these courses, then have them integrate the topics into their courses (b)

Women in the Arts; perhaps group some professions. "Women's" studies sometimes imply that we are inferior already - let's fix that - integrate women all across the curriculum, as we already are (d)

Definitely - more so in this day of increase violence & abuse (h)

Women and Politics. It depends if you are desirous of building a Women's Studies major or not (1)

These should be taught across the curriculum [all but the last two] (2)

Also more courses with different ethnic groups, gender equity, issues, etc. Maybe a year course to cover the entire spectrum (3)

Equally important (10)

Any and all as long as these courses are in addition to rather than in place of new courses in other disciplines (12)

What about more integrated studies such as woman/man studies and a reexamination across the curriculum of the inclusion of women's issues (14)

These are the ones I think our students would take. Could the others be combined, or some of the ones I checked so that all areas could be covered? (26)

As many as possible (29)

[unsure] Who are the students asking - those who didn't get in or those who want more? (30)

14. If COC is awarded a Gender Equity grant next year, how should funds be expended?

Continue with informational meetings - at Flex and throughout the semester; Women's History week observed in March; Cultural diversity issues as they relate to gender equity - seminars (a)

All of the above, but taken to the student body & staff (b)

Books available in the bookstore such as Women's Ways of Knowing, etc.; Films - open to everyone for viewing, i.e. students, parents, faculty; speakers - Jeanne Kilbourne, citizens/lawyers involved in these issues (c)

Involve students in seminars such as this (d)

Making more workshops available - to help increase awareness (or perhaps even mandatory!) (e)

Campus wide, required workshops (g)

Videos promoted for athletes, social, nursing, psych, etc. (h)

Speakers; training; review of materials for gender bias (1)

More workshops & to expand the gender equity references on campus (5)

Specific examples from newspapers, publications - their outcome; speakers; films (7)

Training for staff & faculty on how to survey the College environment for potential inequities and correct them. Also cover how to support & deal with victims/complainants. Speakers for students to learn about policies/procedures regarding equity & harassment. Possible course for all students to wake them up regarding the sexist marketing & other things young people are socialized with & how destructive this can be (9)

I enjoy forums (invited speakers) (10)

Would like to hear Jean Kilbourne on campus. Other outstanding females in all areas would be an outstanding addition as speakers on campus (11)

All the above (13)

A combination as it was this year (14)

Speakers, films, books (15)

More workshops about gender equity; speakers currently working in the gender equity area (16)

Workshops specifically for men in harassment and a Gender Equity Awareness; films (17)

Speakers - to enhance the all professions; films; books; group discussions (19)

Workshops specifically geared toward male population and how they respond to the issue. Most workshops are geared for women - is it our problem - their problem - or both? (20)

Definitely films (but not like the muslim one), talks on harassment and the open forums (21)

Speakers - workshop format; films & books - for classroom ref., etc. & faculty/student check-out (22)

"Experts" - speaker (to all staff); films - with discussion; books - with discussion following; open forums & workshops (23)

All of the above across disciplines as a way to "infuse" the female presence in a history they have already helped to create (25)

Speakers; workshops; do something to pull in more men. Perhaps make it mandatory (26)

Mandatory workshops on sexual harassment. Especially including those people who have extensive contact with students (faculty, advisors, etc.). Some of us are fairly isolated and have minimal contact with others than department staff (27)

Speakers, films, more workshops (to include participation by students) (28)

More speakers - more videos, more workshops; maybe: don't make it optional. Everyone needs exposure & needs to become sensitive to the issue (29)

Making sure those most in need of the workshops attend and continuing to make sure that women tell men what they feel & men do the same (30)

All of the above - films especially (31)

More workshops (re-enforcement is a good thing); films shown in a variety of classes (32)

Speakers, films, books (33)

The speakers today were great. I would like to hear from others and see more films. I really enjoyed this workshop (34)

All of the above (35)

Provide films, books, speakers for all students, faculty & staff. Expose as many men & women as possible to issues of sexual discrimination & harassment (36)

Speakers, open forum and discussion afterward; really good films such as we saw this session. Students should definitely be exposed to the videos shown. Really enjoyed hearing from professors from other campuses (38)

COMMENTS:

Very informative and well worth the time (h)

GENDER EQUITY

GENDER EQUITY STEREOTYPES: MYTH AND REALITY

1. What is your sex? (Circle One)
   1 - Male
   2 - Female

2. What is your status? (Circle One)
   1 - Full-time
   2 - Part-time

3. I am employed in the following area. (Circle One)
   1 - Vocational/Occupational Faculty
   2 - Non-Vocational/Occupational Faculty
   3 - Student Services Division
   4 - Library Staff
   5 - Administration

4. What is your race/ethnic origin? (Circle One)
   1 - American Indian
   2 - Asian American
   3 - Black
   4 - Hispanic
   5 - White
   6 - Other _____

5. Do any of the following behaviors apply to your <u>personal</u> definition of sexual harassment? (Check one response for each statement)

	YES	SOMETIMES	NO	DON'T KNOW
a. Subtle pressure for sexual activity.	___	___	___	___
b. Sexually directed remarks about clothing, body, sexual activities.	___	___	___	___
c. Demands for sexual favors with implied threat.	___	___	___	___
d. Physical assault.	___	___	___	___
e. Staring, excessive eye contact.	___	___	___	___
f. Frequent comments on personal appearance or flattery.	___	___	___	___
g. Touching.	___	___	___	___
h. Persistent emphasis on sexuality.	___	___	___	___
i. Unwanted sexual advances.	___	___	___	___
j. Other._____	___	___	___	___

6. Listed below are some behaviors that might occur <u>between male and female colleagues</u>. Have you experienced any of the following at College of the Canyons? (Check one response for each statement)

	Never	Once	A Few Times	Often
a. Sexist language, humor or comments.	___	___	___	___
b. Frequent comments on personal appearance or flattery.	___	___	___	___
c. Persistent emphasis on sexuality.	___	___	___	___
d. Eye contact or body language you consider inappropriate.	___	___	___	___
e. Physical contact you consider inappropriate.	___	___	___	___
f. Seductive remarks, including attempts to establish a sexual relationship despite discouragement.	___	___	___	___
g. Sexually suggestive stories.	___	___	___	___
h. Not taking a women as seriously as men, communicated through posture, gesture or tone of voice.	___	___	___	___
i. Expecting women to behave in stereotyped ways, such as being passive or deferential.	___	___	___	___
j. Expressions of derogatory beliefs about women.	___	___	___	___
k. Denigrating colleagues who support efforts to improve women's status.	___	___	___	___
l. Intolerance of different views in meetings, seminars, etc.	___	___	___	___
m. Devaluing women's professional activity.	___	___	___	___
n. Different standards in assigning men's and women's committee work, schedules, and departmental duties.	___	___	___	___
o. Belittling or devaluing scholarship about women.	___	___	___	___

7. Listed below are some behaviors that might occur <u>between you and someone in authority</u> at the college. Have you experienced any of the following? (Check one response for each statement)

	Never	Once	A Few Times	Often
a. Sexist language, humor or comments.	___	___	___	___
b. Frequent comments on personal appearance or flattery.	___	___	___	___
c. Persistent emphasis on sexuality.	___	___	___	___
d. Eye contact or other body language you consider inappropriate.	___	___	___	___
e. Physical contact you consider inappropriate.	___	___	___	___
f. Sexual advances.	___	___	___	___
g. Sexually suggestive stories.	___	___	___	___
h. Not taking women as seriously as men, communicated through posture, gesture, or tone of voice.	___	___	___	___
i. Expecting women to behave in stereotyped ways, such as being passive or deferential.	___	___	___	___
k. Denigrating colleagues who support efforts to improve women's status.	___	___	___	___
l. Intolerance of different views in meetings, seminars, etc.	___	___	___	___
m. Devaluing women's professional activity.	___	___	___	___
n. Different standards in assigning men's and women's committee work, schedules, and departmental duties.	___	___	___	___
o. Belittling or devaluing scholarship about women.	___	___	___	___

8. How would you characterize the current climate for women faculty, administrators and staff on this campus? (Check one response for each statement)

	Yes	Somewhat	No	No Opinion
a. Supportive in general.	___	___	___	___
b. Varies among departments.	___	___	___	___
c. Improved in the last few years.	___	___	___	___

9. Have you ever felt unwelcome or intimidated anywhere on this campus because of your sex? (Circle One)

1 - Never
2 - Once
3 - A few times
4 - Fairly often
5 - Often

10. Please use the space below for additional comments or ideas, to give reactions to the questionnaire, or to describe any related experience you would like to share.

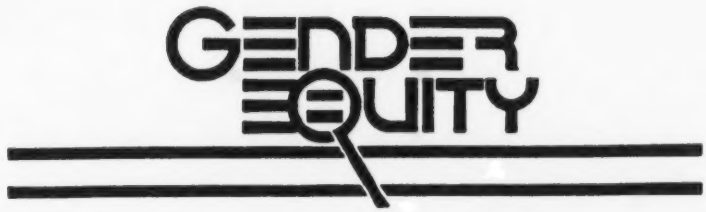
11. We will ask you to complete a follow-up survey after you have participated in the Gender Equity workshop. In order to link this information to your responses on the follow-up survey, please indicate your name.

_____

Thank you for participating in this project.

PLEASE PLACE IN NANCY MATTICE'S MAILBOX BY WEDNESDAY, APRIL 22ND.

APPENDIX IV:



GENDER EQUITY STEREOTYPES: MYTH AND REALITY

POST-TEST

DIRECTIONS: Check one response for each of the following items.

	5 Always	4	3 Sometimes	2	1 Never	Not Applicable
1. I take the idea of equity seriously; for example, I do not put down men or women, or joke about their abilities.	___	___	___	___	___	___
2. I use non-biased language; in other words, I do <u>not</u> refer to all doctors as "he," or all nurses or secretaries as "she."	___	___	___	___	___	___
3. I avoid generalizations that refer to stereotyping; for example, "you throw like a girl," "you think like a man."	___	___	___	___	___	___
4. I help students explore all vocational interests, not only those traditionally associated with their gender.	___	___	___	___	___	___

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5. Please evaluate how helpful the following sections of the workshop were to you. Check one response for each section of the workshop.

	Very Helpful	Somewhat Helpful	Not Helpful
a. Images/stereotypes in the media. Film: "Still Killing Us Softly"	___	___	___
b. Socialization - Gender and Race	___	___	___
c. Sexual Harassment	___	___	___
d. Open Forum	___	___	___

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6. As a result of this workshop, have any of your perceptions about male-female roles been altered?

___ Yes. If so, which ones? _____
_____

___ No

7. Will you consider using different approaches in the classroom/workplace or in your personal interactions as a result of what you have learned in this workshop?

___ Yes. If so, please explain. _____
_____

___ No

8. Do you think that these or similar workshops should be mandatory for college employees?

___ Yes
___ No

9. Do any of the following behaviors apply to your current definition of sexual harassment? Check one response for each statement.

	YES	SOMETIMES	NO	DON'T KNOW
a. Subtle pressure for sexual activity.	___	___	___	___
b. Sexually directed remarks about clothing, body, sexual activities.	___	___	___	___
c. Demands for sexual favors with implied threat.	___	___	___	___
d. Physical assault.	___	___	___	___
e. Staring, excessive eye contact.	___	___	___	___
f. Frequent comments on personal appearance or flattery.	___	___	___	___
g. Touching.	___	___	___	___
h. Persistent emphasis on sexuality.	___	___	___	___
i. Unwanted sexual advances.	___	___	___	___
j. Other. _____ _____ _____	___	___	___	___

10. Do you feel confident that you know how to report an incident of sexual harassment?

___ Yes
___ No

11. Do you feel confident that you know to whom to refer a student for an incident of sexual harassment?

___ Yes
___ No

12. In your opinion, do you think it would be helpful to the campus to have a three to five member committee to address sexual harassment complaints and to advise the campus community?

___ Yes
___ No

13. Currently College of the Canyons offers only two courses focusing on women, Sociology 200 -- "Introduction to Women's Studies" and Personal Development 040 -- "Career Planning for Re-Entry Adults". Students have asked for more Women's Studies courses.

a. Do you think the college should offer more Women's Studies courses? Check only one response.

___ Yes
___ No
___ Unsure

b. If you do, what courses do you think we should offer? Check as many as apply.

___ Women of Color
___ Women and Religion
___ Women in Literature
___ Women in History
___ Women in Science and Mathematics
___ Women and Health
___ Women and the Law
___ Third World Women in the U.S.
___ Sociology of Sex Roles
___ Politics of the Women's Movement

14. If College of the Canyons is awarded a Gender Equity grant next year, how should funds be expended? Please be as specific as possible (speakers, films, books, etc.).

Your Name: _____

Thank you for your assistance.